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Fifty One Commented Linguistic Experiences

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Abstract

The Laboratory of Didactic, Intercultural and Linguistic Experiences launches a new didactic product: the DVD "51 commented linguistic experiences". The area of interest is teaching and learning the Romanian language as a non-native language by the autochthonous people, but also as a foreign language by the international students. Audio and video databases collected / stored / selected and interpreted for the Romanian language study involves an innovative character. The work consists in interviewing fifty one selected users following the criteria: ethnically homogeneous / inhomogeneous groups, professionally homogeneous / inhomogeneous groups, migrants, representatives of other cohabiting ethnicities.

The structure of the dialogued presentation of linguistic experiences previously purchased is based on principles derived from the User's Linguistic Portfolio with reference to the communication based on questionnaires. The specific element of personal / professional area of activity will be revealed in the activity of narration of their own linguistic experience and in conducting interviews with questioning elements derived from narrative discourse.

The gathered data will be interpreted according to the abilities and dexterities evaluation circumscribed to linguistic and communication skills. Data interpretation requires not only the description of effective ways of learning, but also the disclosure of methods and techniques of acquiring communication skills, the elaboration of strategies for achieving the objectives of a certain unit or chapter.

The data interpretation, from our working perspective, shows how the elements of efficient learning discovered by users are found in didactic discourse, teaching aids, textbooks. The pragmatic functions of these didactic resources are diagnostic of the accordance level between user's expectations and teaching resources offered, of prognostication based on assumptions database elaboration, strategic design of outlook perspectives based on the algorithm:

1. Data collection
2. Data interpretation
3. Reflection of compliance between supply and expectations
4. Elaboration and formulation of hypotheses
5. Elaboration of strategies for the study
6. The interpretation of results

The practical jointing between previous experience and the perspective of learning strategy elaboration, the selection of didactic ways checked by time will be lasting basics for the element of user's metacognitive vision, and also for teacher training.

Keywords: linguistic / intercultural experience, LDILE, hypotheses, valuable judgments.

1. The Circumstantial Framework of the Project Realization

In the luxuriant environment of the linguistic laboratories, the idea to create an innovative laboratory is inconceivable. Despite of this favorable regional reality related to the study of linguistic experiences of Romanian as foreign language we cannot speak about any institutionalized entity that would gather, select, interpret and stock the data related to the linguistic experience of the Romanian speakers in the foreign environment as well as the international users.

In September 2016 the Laboratory of Didactic, Intercultural and Linguistic Experiences (LDILE) was opened. This fact encouraged the widening of the methodological spectrum of approaching the didactic process through the principles of efficiency and competitiveness. The constructivist paradigm of learning emphasizes the previous cognitive settings from an appropriate time perspective, as well as from an overall view.

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The guiding principle of this paradigm is the actional algorithmization that would be inefficient without the tasks of interpreting the linguistic or intercultural experiences according to the criteria of similarity and contrastivity by user or didactic staff. The theoretical principles augment the role of experiential heritage of the user, regardless the level of his/her linguistic awareness.

The fundamental objective of the LDILE activity is the elaboration of strategies of studying the Romanian language as foreign language based on the algorithm of using the structures of emphasizing the linguistic consciousness. Undoubtedly, this process will include the monitoring of the process of developing a linguistic competence circumscribed to the triangular cognitive-social-affective area.

2. Conceptual Visions of the LDILE in the Elaboration of Studying Algorithms
2.1. The Cognitive Aspect
Regarding the cognitive aspect, the author considers important to establish the concordance between the learning style of the users and that of teaching of the professors. Within the State University of Medicine and Pharmacy "Nicolae Testemetsianu" and the Free International University of Moldova the laboratory researchers conducted the project of establishing the learning style of the students based on the questionnaire *Mariani* [1]. Observation sheets of the teacher will refer to the sensorial channels of perceiving and assimilating the external reality. Thus the principle of research efficiency will be achieved by the tasks of awareness formulated by the teacher in order to get maximum results based on the minimum of efforts derived from the abilities of perception acquired previously by the user. The questions of the B section refer to the way of producing and receiving information. The didactic staff will fit the appropriate way for the user – analytical or verbal. The third aspect disclosed by the questionnaire *Mariani* and researched within the institutions of higher education mentioned above refers to the studying style proper to the user: in group or individual. During the didactic experiment fifty one international users participated.

2.2. The Social Aspect
Regarding the social aspect of the experiment we applied the questionnaires that revealed the frequency of using the technologies of information and communication (TIC) in the process of studying a foreign language. The users were questioned also regarding the role of different informational channels of managing the flux of communication by the technologies of information and communication. The opinions regarding the frequency of TIC usage will be asked according to the stages of filling the tapes with meta-cognitive information. The research methodology of the levels of TIC usage will include the stage of complex interaction between the form of data collecting based on questionnaires and the way of narrative presentation of the process of information acquiring.

2.3. The Affective Aspect
The affective element of the linguistic experiences is very often fundamental for continuing the process of acquiring the intercultural and communicative competences. M. Menegale in her PhD work "Dell'autonomia nell'apprendimento delle lingue straniere allo sviluppo della competenza plurilingue. Una ricerca nella scuola secondaria" [2] formulates the principles of maintaining the intrinsic motivation. The actional predictability is based on the emphasis of linguistic and intercultural experiences by developing the conceptual visions related to the strategies of the project realizing. The state of psychological comfort derives from the elucidation of unknown and the implementation of algorithm usual to the user. The combination of the feelings of predictability and awareness of the value of knowing a foreign language strengthens the intrinsic motivation. The methodology of gathering data related to the perception of personal success will be realized three-dimensionally; gathering the data regarding the types of predominant motivation: intrinsic / extrinsic. The realization of the questionnaire of measuring the levels of using and possessing the emotional competences. The elaboration of scales of the success perception based on the Observation Sheets of the teacher and the interpretation of the tapes with meta-cognitive information.

3. The Base of Hypothesis of Emphasizing the Preferences Regarding the Learning Styles
3.1. The Nonverbal Style

The professional area circumscribed to our activity presupposes, in general, the dissociation of two groups of users that learn the Romanian language as foreign language: the international students and autochthonous users for whom Romanian is a non-native language. As a result of the didactic experiment activities we can state that the levels of using some dexterities, skills and competences in mother tongue differ from those that student shows studying a foreign language. The high degree of knowing a language and of familiarization with own linguistic structures leads to the increase of the level of autonomous study based on the individual work, analytical style and preferences for the activities of the verbal style.

This fact explains the preference of the users, mainly international students, for the nonverbal style that presupposes the existence of factors favoring the process of comprehension of the message sent verbally and also by some nonverbal signs that are closer to the model of the user understanding.

The teacher as the author of the didactic unit of study and the researchers that are going to elaborate handbooks or guides for foreign students can choose the emphasis of the user's dexterities to recover the meaning on the bases of certain nonverbal messages and to develop competences of using the values of nonverbal style for the increase of the level of preference and application of the verbal style. At the stage of formulating the hypotheses we will pursue the following didactic strategy:

- The realization of the project of correlation the text with pictures (the users will be asked to do some tasks: to correlate lexemes with their images, to complete certain texts with proposed images or to propose images for the text completion from the perspective of the method of informational insufficiency, to identify the intruder, to arrange in order the images according to the appearance of the adjacent lexemes in the text, to create images related to the details of a text or to the general message of the text).
- The elaboration of some charts related to the frequency of some stable grammatical structures, the users will be asked to use the User's Electronic Portfolio related to the following sections: online personal library, personalized guide and references. As usually, the international students learn at the first stages easier if they are asked to follow some rules regarding the stable grammatical structures. The elaboration and placement of the personalized guide of a grammar in tables is especially beneficial, with the condition that the circumstances of communication are presented. Initially, the tables are presented, after that the user and teacher propose the models of their usage at the level of lexeme, statement, sentence and phrase. In order to facilitate the text's comprehension we will use the chronotope method, the correlation between time with its ordering principle and the topos, the place where the characters of the studied text are.

3.2. The Analytic Learning Style

Interpreting the gathering data we have noticed the preference of the autochthonous users, for whom the Romanian language is non-native, for the analytic learning style having the experience of some years at the lyceum where they learned the Romanian language and the favorable linguistic environment that led to the increase of the degree of linguistic competence. The international students, participants to the project have the minimum time of studying the language of some months and the maximum time – two years. An element of comparison was the level of choosing the analytic learning style according to the time preserved for studying and developing adjacent competences. The users were asked to follow the following algorithm:

- The fragmentation of the global text,
- The description of paces of realization the new algorithm (this activity is made by the users guided by teachers whose role is to facilitate the learning on the bases on projects based on the interpretation of data offered by the user that will interpret the own way of realization the task and will give his/her opinion regarding the efficiency of certain studying methods)
- The project realization on the basis of the consecutive actions,
- The attachment of discoveries (concrete details, exact facts) for each stage of the research.

3.3. The Aural Style

This style is characterized in particular by the followings: the realization of the algorithm of meaning recovery, watching a video excerpt without sound element, the correlation of an eventual message with visual elements from foreground or background, the initial listening of the message, the realization of the algorithm of meaning recovery by means of the activities of text fragmentation and by receiving the

message through available auxiliaries, the meaning recovery by means of tandem and e-tandem activities, subsequent listening of the message, the comparison of the comprehension initial level with the later one and the completion of meta-cognition tapes.

3.4. The Individual Learning Style
Among the formulated hypotheses we identified that the following algorithm is efficient:
- The elaboration of the research strategy,
- The argumentative change of the proposed algorithmic strategies,
- The creation of individual resources that facilitated the research: personalized guide, thematic files, on-line personal library,
- The elaboration of the conception of presenting and mediating the researched message.

3.5. The Group Learning Style
According to the results of the didactic experiment we established that working in group gave learners – namely international students – more confidence, a high degree of psychological comfort, as well as reduces the fear of unknown. In this context, we would like to propose the following actional structure:
- The elaboration of studying strategy based on the group activity;
- The distribution of tasks according to the users strengths;
- The data gathering from different group members;
- The emphasis of the competences of the group member mediation.

4. Conclusions
The users that begin to study a foreign language prefer the nonverbal style in order to beneficiate the comprehension of the adjacent data. They choose the global style being aware of the fact that approaching a massage from an analytic perspective implies a process of complex and thorough study. The choice of working in group denotes some gaps in the users' self-confidence. The successful didactic process should imply the overtaking of mentioned stage, as well as the harmonious connection of the discussed styles: nonverbal / verbal, analytic / global, in group / individual.

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